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ABSTRACT

High school profiles are often essential for college admissions officers interpreting information from applicants or schools. Not all secondary schools are well known to all college admissions staff members, and as schools and college admission staffs change, knowledge of a high school's standards, curricula, and student body may not exist. Accurate, current, and complete school profiles provide admissions officers with information benefitting admission decision making. A profile is also helpful for other secondary schools (for transfers) and for employers. In 1991-92 National Association of Secondary School Principals' Committee on School-College Relations recently met to revise the 1984 booklet, "Guidelines for Designing a School Profile," which was developed to assist college admissions officers and to simplify profile preparation for secondary school staff members. The committee also developed an updated outline for basic school profile content and layout and recommended that all secondary schools make use of this outline when preparing or revising their profiles. The principal criteria used in its development are: (1) the essential function of school profiles should be to assist all potential users of the school transcript; therefore the data should be both necessary and sufficient; and (2) because users should be able to quickly and accurately draw conclusions about the school, the outline should contain clearly presented and relevent facts. In short, every transcript should be accompanied by a school profile that is concise, easy to read, and predictable in content. The bulk of this document consists of the suggested profile outline and 10 examples of school profiles chosen for their compatibility in content and organization with the recommended guidelines. (TEJ)

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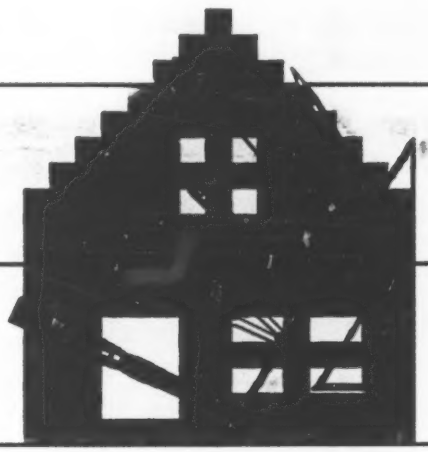
Guidelines for Designing a School Profile



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Guidelines for Designing a School Profile

Prepared by the
NASSP Committee on School-College Relations

NASSP Committee on School-College Relations 1991–92

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Designing a School Profile

The profile of an applicant's high school is not only helpful, but sometimes essential for college admissions officers in interpreting information received from the student or school in support of a student's application.

Not all secondary schools are well known to all college admissions staff members. The admission folders of students are usually assigned to staff members on a random basis and read by different individuals. As schools change from year to year, and college admissions staffs also change, knowledge of the applicant's school—its standards, curricula, and student body—may not exist. A school profile—one that is accurate, current, and complete—provides the admissions staff with that information, benefiting admissions decision making.

The profile is a valuable tool for *all* users of a student's transcript, including not only admissions personnel but other secondary schools (for transfers) and employers as well. Therefore, it is important that a profile accompany each transcript sent from the school.

The 1991-92 NASSP Committee on School-College Relations met recently to revise the 1984 booklet *Guidelines for Designing a School Profile,* producing an updated outline for basic profile content and layout.

The guidelines were developed to assist college admissions personnel and to simplify profile preparation for secondary school staff members. The committee recommends that all secondary schools make use of this outline when preparing or revising their profiles.

The principal criteria used in its development are:

- The essential function of a school profile should be to assist all users of the school transcript (admissions personnel, secondary school staff members, and employers). The data should be both necessary and sufficient.
- The outline should contain relevant facts about the school—facts so clearly presented that readers can quickly draw their own conclusions with little, if any, interpretive comment by the school.

The sequence of topics in the outline is recommended; however, schools may make adjustments that seem locally desirable.

In summary, the school profile is intended to accompany the school transcript. It should be concise, easy to read, and predictable in content. Include a copy with every transcript.

Recommended Profile Content

1.0 SCHOOL AND COMMUNITY FACTS

1.1 Name, address, and telephone number of school
1.2 Type of school (public, private, boarding, etc.)
1.3 Grades or school years included
1.4 Total enrollment and size of twelfth grade (if private, give criteria for admission)
1.5 CEEB-ACT code number
1.6 Accreditation or license
1.7 Pattern of the school year (semester, trimester, quarter, etc.)
1.8 Brief description of school community

2.0 THE STAFF

2.1 Name of principal/headmaster
2.2 Name of director of guidance
2.3 Name of counselors (areas of responsibility if applicable)
2.4 Appropriate phone and FAX numbers

3.0 MARKING SYSTEM AND RELATED PROCEDURES
3.1 The marking/grading system
3.2 Method of computing GPA and class rank (if computed)
3.3 Grade weighting policy, if employed
3.4 Policy on reporting class rank to colleges
3.5 Graduation requirements
3.6 Exceptions, if any, that may be made to these procedures; e.g., special education students, ESL, not in rank

4.0 RECENT COLLEGE ADMISSIONS TEST SCORES

Tables should show in summary:

4.1 Percent of students taking ACT/SAT

4.2 Score bands reflecting middle range of scores on the tests mentioned in 4.1

5.0 FURTHER SCHOOLING OF GRADUATES

This can be adequately presented by a table showing the percent of graduates in the last two or three years who have enrolled in various types of postsecondary educational institutions.

6.0 SPECIAL CURRICULUM FEATURES

6.1 Honors courses, AP offerings, college study, etc., and coding used to identify level of difficulty

6.2 Independent and off-campus study

6.3 Other special features of the curriculum

7.0 OTHER INFORMATION ABOUT THE CURRICULUM

Include information considered useful in interpreting a student transcript:

7.1 Complete program of studies with credit values, or

7.2 Courses grouped by subject designations, or

7.3 Unusual characteristics of particular instructional areas or individual courses

7.4 Interpretation of computerized abbreviations

7.5 Special recognition of school or programs

EXAMPLES OF SCHOOL PROFILES

The following profile examples were selected because of their compatibility in content and organization with the recommended guidelines. These profiles are meant to be examples only — aids in clarifying the suggested content outline.

TEST DATA

American College Test

	1986-87	1987-88	1988-89
English	18.0	18.5	18.4
Math	18.9	19.1	18.7
Social Studies	17.1	17.4	17.2
Natural Science	22.0	21.9	21.4
Composite	19.2	19.4	19.0
Number of Students	235	247	220

Scholastic Aptitude Test

	1986-87	1987-88	1988-89
Verbal Mean	532	491	448
Math Mean	628	602	566
Number of Students	29	17	20

Benjamin Franklin High School
Counseling Staff

Paul Szoke, Chairman
Oliver Genn
Glynn Scanlan
Evelyn Shuput
Armand Vigna

(313) 523-9305

Benjamin Franklin High School
31000 Joy
Livonia, MI 48150

BENJAMIN FRANKLIN HIGH SCHOOL

31000 Joy
Livonia, MI 48150

School Code 232-352

PROFILE 1990-91

FRANKLIN HIGH SCHOOL · LIVONIA ·

Home of the Patriots

Michael Fenchel, *Principal*
(313) 523-9300

James Komula
Assistant Principal, Attendance

Joanne Goode
Assistant Principal, Business

David Watson
Assistant Principal, Scheduling

COMMUNITY

Livonia, a suburban city of 100,000 people, located 25 miles northwest of Detroit, is mostly residential. The school district, which includes a portion of adjacent Westland, consists of:

- three high schools (grades 9-12)
- one alternative high school/adult education center
- three middle schools (grades 7-8)
- twenty-three elementary schools (K-6).

Total district enrollment: 16,000

FRANKLIN HIGH SCHOOL

- A comprehensive high school for grades 9-12.
- Six 54-minute periods.
- Enrollment: 1351.
- Accreditation: The University of Michigan and North Central Association.
- School Year: Two equal semesters (182 student days).
- Average academic class size: 28.
- Class Size - 1991: 305 students
  1992: 363 students
  1993: 343 students
  1994: 340 students
- Total professionals staff: 82.
- Five counselors provide a ratio of 300:1. A student assistance (crisis intervention counselor is also available.
- Most of the staff hold the Master's Degree. Several hold Doctorates.

CURRICULUM

Franklin High School provides a comprehensive curriculum with most students taking a college preparatory program. Advance Placement courses are offered in English, U.S. History, chemistry, and mathematics. Highly motivated and capable students may, by invitation, enter the Math/Science/Computer (MSC) program. The Creative and Performing Arts (C.A.P.A.) program provides a similar opportunity. A strong English as a Second Language (ESL) program is available for all students who may require it.

ATHLETIC PROGRAM

We provide a wide range of athletic programs for all students at all grade levels.

CLASS OF 1990

Of the 343 graduates, over 40 percent enrolled in two- or four-year colleges.

GRADING SYSTEM AND CLASS RANK

The marking system is based on a 4.00 scale for A+ and A. Pluses and minuses count. Accelerated and AP courses receive one extra honor point. Class rank is computed from final grades in all courses.

GRADUATION REQUIREMENTS

Class of 1991

Twenty-two credits earned in grades 9-12 are required, as follows:

English	3.5
social studies	2.0
mathematics	2.0
science	1.0
health and physical education	1.5
computer instruction	.5
electives in fine or performing arts, foreign language, practical arts, English, science, math, or social studies	11.5

Classes of 1992, 1993, 1994

Twenty-two credits earned in grades 9-12, distributed as follows:

English	3.5
social studies	2.0
mathematics	2.0
science	2.0
health and physical education	1.0
computer instruction	.5
electives in fine or performing arts, foreign language, practical arts, English, science, math, or social studies	1.5
electives	9.5

DRESDEN SCHOOL DISTRICT

Norwich
Vermont

Hanover
New Hampshire

Hanover High School

HANOVER • NEW HAMPSHIRE 03755
Telephone: 603-643-3431

Uwe Bagnato
Principal

Linwood H. Bean, Jr.
Associate Principal

September 1991

SENIOR CLASS PROFILE

COMMUNITY - Hanover is viewed by many as the educational and medical center of Northern New England. As the home of Dartmouth College and Mary Hitchcock Memorial Hospital, the community offers cultural, educational and recreational benefits not often available to a town of approximately 9000 residents.

SCHOOL - Hanover High School is a comprehensive public high school of approximately 560 students. Although Hanover High School offers a broad range of courses in the fine and applied arts, the setting is primarily academic with 72% of graduates attending 4-year colleges and an additional 12% engaging in other forms of education.

RECOGNITION - In June of 1983 the National Commission on Excellence in Education named Hanover High School as one of 144 Outstanding Secondary Schools in the country.

FACULTY - The Hanover High School faculty consists of 38 men and 24 women, 80% of whom hold Masters Degrees or higher.

ACCREDITATION - Hanover High School is fully accredited by the New England Association of Colleges and Secondary Schools.

GRADING SYSTEM AND METHOD FOR DETERMINING RANK IN CLASS - Please see reverse side.

STANDARDIZED TEST RESULTS FOR THE CLASS OF 1992 - (135 members during junior year)

	PSAT 10/90		CEEB - SAT 3/91, 5/91, 6/91	
	Verbal	Math	Verbal	Math
Top QTR	550	580	570	620
Median	460	510	490	520
3rd QTR	390	400	410	400

HONORS, ACCELERATED, AND DARTMOUTH COLLEGE COURSES - Courses are designated "honors (H)" when the department offering the course feels the requirements are such to place it beyond the scope of normal college preparatory courses. A student is permitted to accelerate his/her program beyond the normal year sequences in courses when his/her performance indicates such acceleration is desirable. Students may accelerate their program by 1) beginning high school study while still in junior high, 2) taking double course loads in a single year, 3) independent or summer study.

Hanover High School students may enroll in Dartmouth College courses if they have successfully completed all Hanover High School courses in a given department, have received that department's approval and have secured the approval of the corresponding Dartmouth College Department.

Honors, advanced placement, accelerated and Dartmouth courses will be so designated on the Hanover High School transcript.

METHOD OF GRADING AND COMPUTING RANK IN CLASS USED AT HANOVER HIGH SCHOOL

Classes are not tracked, and a wide choice of subjects is made available to all students. College bound students are encouraged to take additional courses of their choice in such areas as Industrial Technology, Practical Arts, Business and Typing, Music, Art, and Reading Skills.

Grades are assigned on a four point scale. A significant departure from a traditional marking system results from the fact that all grades are determined on the basis of performance criteria. Course objectives, expectations and grading criteria are determined and published before the start of any course. Students know before beginning a course exactly what they must do to earn any given grade. There is no limitation placed on the number of percentage to be awarded for any given grade as is often the case in a traditional marking system. It is possible for every student in a class to earn an A grade (or any other) provided thay meet the criteria for that grade.

Letter grades are designated as follows:

A = High Honors
B = Honors
C = Satisfactory
D = Passing
INC = Incomplete
NC = No Credit
WP = Withdrew in Good Standing
WF = Withdrew Failing
P = Pass

Rank in class is computed by assigning a 4, 3, 2, 1, or 0 value to grades in all major subjects, then averaging the totals and rank ordering those averages. Beginning with the 1981-82 academic year, + or - grades have been assigned the appropriate decimal value. There is no A+ or D-. For students who transfer to Hanover High School from other schools, class rank is computed for only those years the student is in attendance at Hanover High School.

A = High Honors	4.0
B = Honors	3.0
C = Satisfactory	2.0
D = Passing	1.0
INC/NC = Incomplete/No Credit	0.0

Semester courses are assigned half the full year value.

All courses weigh equally. The only courses not included in class rank computation are Physical Education, Independent Music, and pass/fail courses.

Distribution of Grades for the present Senior Class:

Top 10% of class averaged 3.75 and above (based on 4.0 scale)
Top 20% of class averaged 3.45 and above
Top 30% of class averaged 3.25 and above
Top 40% of class averaged 3.08 and above
Top 50% of class averaged 2.91 and above
Top 60% of class averaged 2.74 and above
Top 70% of class averaged 2.60 and above

Uwe Bagnato
Principal

Clarke Dustin, Marilyn Cate, Gene Kadish
Guidance Counselors

Becky Murphy
Registrar

GREENWICH HIGH SCHOOL

10 Hillside Road
Greenwich, Connecticut 06830
(203) 625-8000 FAX (203) 625-8888

Headmaster
Eileen M. Petruzillo

BELLA HOUSE	CLARK HOUSE	FOLSOM HOUSE	SHELDON HOUSE
Housemaster	*Housemaster*	*Housemaster*	*Housemaster*
Gerard Saggese	Phyllis Cantor	Carole Del Savio	William Adams
Counselors	*Counselors*	*Counselors*	*Counselors*
Elizabeth Beam	Susan Batcheller	Frank Cooper	Marie Catania
Clare Harding	Joan Lowe	Brenda Friedler Roche	Patricia Geismar
Donald Page	James Perna	Arlene Simpkins	Mary Mediate

Guidance Director
John Whalen

Recipient of the Secondary School Recognition Program For Educational Excellence Award
Presented by the United States Department Of Education

SCHOOL AND COMMUNITY

Greenwich, Connecticut, "Gateway to New England", is a suburban community of 58,447 residents, located less than an hour from the heart of New York City. A large percentage of residents are college graduates in professional and business careers. The community enjoys a long history of support for its public schools.

Greenwich High School is a four year comprehensive high school serving 2128 students of ethnic and cultural diversity. Students are randomly assigned to one of four houses. These four houses adjoin a one acre enclosed area, the Student Center, which serves as cafeteria, meeting hall, and place to spend free time. The school's philosophy of freedom and responsibility encourages students to make decisions affecting both their study and leisure time.

Recent national surveys identify Greenwich as one of the top high schools in the United States, offering over two hundred eighty different courses and a wide variety of extra-curricular activities. The school fields thirty varsity teams which have won numerous county and state championships. Students and teachers consistently win recognition and high honors, not only for academic achievement, but also in the fields of art, drama and music.

Per pupil expenditure - $ 7700.

FACULTY

Professional staff - 191

ACCREDITATION

Greenwich High School is accredited by the New England Association of Secondary Schools.

INFORMATION ON THE CLASS OF 1991
FUTURE PLANS

Four Year College	78%
Two Year College	4%
Post Graduate Program	<1%
Vocational/Technical School	<1%
Employment	13%
Military	<1%
Other	4%

GRADUATION REQUIREMENTS

To graduate from Greenwich High School, students must accumulate 80 credits based on course work completed in grades 9-12. This includes successful completion of four years of English, four years of Physical Education and Health, three years of Social Studies, which includes one year of American History and a course in Contemporary America, three years of Mathematics, two years of Science and a total of four credits in the Applied/Fine Arts.

GRADING SYSTEM

Letter Grades: A+,A,A-=Superior; B+,B,B-=Good; C+,C,C-=Average; D+,D,D-=Passing; E=Failure; G=Withdrawal; H=Medical; P=Pass; *=Audit

In 1990-91, +/- were added to our grading system.

ADMISSIONS TESTING PROGRAM

Ninety-four percent of the Class of 1991 took the Scholastic Aptitude Test (SAT) of the College Board. The mean SAT scores of the Class of 1991 are:

SAT Verbal	SAT Mathematics
464	518

The average scores on the Achievement Tests of the College Board are:

English Composition	514
Mathematics Level 1	543
Mathematics Level 2	717

ADVANCED PLACEMENT TESTING

Advanced Placement Examinations were administered in May 1991 and were scored as follows:

86% - grade of 3 or better
59% - grade of 4 or better
32% - grade of 5

NATIONAL MERIT SCHOLARSHIP PROGRAM

1991 - 7 Semi-Finalists, 35 Commended Scholars
1992 - 11 Semi-Finalists, 36 Commended Scholars

CLASS RANK CLASS SIZE - 564

Rank is determined on a scale of A=4, B=3, C=2, D=1, E=0 for all subjects except Physical Education, Community Learning Program and Special Education. AP and Honors Courses are weighted on a scale of A=5, B=4, C=3, D=2, E=0. Rank is reported by decile based on a cumulative point average of final grades of subjects completed in grades 9, 10 and 11.

Decile	'92 GPA Range	Decile	'92 GPA Range
1st	4.6-3.9	6th	2.7-2.6
2nd	3.8-3.5	7th	2.5-2.4
3rd	3.4-3.2	8th	2.3-2.2
4th	3.1-3.0	9th	2.1-1.9
5th	2.9-2.8	10th	1.8-0.6

SPECIAL PROGRAMS

All freshman and sophomores participate in a Seminar Program which is an interdisciplinary English/Guidance/Social Studies program providing group guidance, small group tutorials, instructional support, skills instruction, and enrichment activities.

The Independent Study Program enables students to pursue, for credit, projects above and beyond the curriculum offered under the guidance and supervision of a faculty member. All projects are approved and evaluated by an Independent Study Committee.

The ESL (English as a Second Language) program provides classes in both English and Social Studies for students with limited English proficiency.

For students who are in need of an alternative educational experience, Greenwich High School provides the Community Learning Program.

Special Education Programs provide services ranging from resource room support for mainstream classes, to Special Education classes in English, Mathematics and Career Subjects, to a Self-Contained Program.

GREENWICH HIGH SCHOOL
Greenwich, Connecticut

CLASS OF 1992

COURSE TITLES BY LEVELS

PROGRAM OFFERINGS	HONORS COURSES	A.P. COURSES	PROGRAM
Basic Reading, Speed Reading College Reading, Creative Writing English - Grade 9-391, 392, 393 English - Grade 10-111, 112, 113 English - Grade 11/12-200, 300, 400 Essay Writing, Journalism, Speech	Honors English 500 Shapers of the World	AP English	ENGLISH
Beginning, Intermediate, Skills, Advanced ESL American History, ESL World Themes			ESL
French 3A, 3B, 4A, 4B, 5B, 6B, French I, II German I, II, III Italian I, II, III Latin I, II Russian I Spanish 3A,3B,4A,4B,5B,6B,Spanish I, II	Honors French 5A, 6A Honors Spanish 5A, 6A	AP French AP Spanish	FOREIGN LANGUAGE
Algebra I, Algebra II, Pre-Algebra Basic Geometry, Geometry Calculus with Analytic Geometry Computer Applications, Intro to Pascal Math Applications I, II, III Math & Critical Thinking, Problem Solving Prob. & Statistics, Trigonometry, Adv. Algebra	Honors Algebra II Honors Geometry Honors Pre-Calculus	AP Calculus - AB AP Calculus - BC AP Computer Science Advanced Calculus	MATHEMATICS
Astronomy Biology, Human Biology, Practical Biology Chemistry, Practical Chemistry Horticulture, Oceanography, Physical Geology Science Research Seminar, Princ. of Technology Physics, Practical Physics	Honors Biology Honors Chemistry Honors Physics Honors Oceanography	AP Biology AP Chemistry AP Physics - B level AP Physics - C level	SCIENCE
American History 211, 212, 213 Crime & Justice, Comparative Political Systems Contemporary America 300, 400 Human Communities Introductory Economics International Relations Introduction to Politics, Russian Studies ModernAsianHistory,ModernEuropeanHistory Psychology, Sociology, World Themes	Honors Western Civilization Contemporary America 500	AP American History	SOCIAL STUDIES
Art Experience, Design, Computer Graphics Clay, Clay II, Art Appreciation Drawing & Painting, Drawing, Painting Lettering & Layout, Printmaking Photography I & II, Silk Screen, Assemblage Stone & Wood Carving, History of Art			ART
TV Production, Advanced TV Production			TV PRODUCTION
Accounting I, II Advanced Information Processing Automated Business Applications Business Law, Business Management Career Planning, Work Experience Computer Applications, Inform. Processing Investments, Marketing, Princ. of Economics Keyboarding Formatting, Intermediate Word Processing Speedwriting			BUSINESS EDUCATION
Drama I, II, III, Theater Workshop, Stagecraft			DRAMA
Culinary Skills Advanced Foods, Interior Design Fashion, Advanced Fashion Human Development Relationships Independent Living			HOME ECONOMICS
Auto Mechanics, Applied Electricity Drafting, Eng. Drafting, Architecture I, II Fundamentals of Millwork Metals, Advanced Metals Principles of Technology Welding, Advanced Welding Woodworking, Advanced Woodworking			TECHNOLOGY EDUCATION
Band, Marching Band, Color Guard Chamber Singers, Witchmen Chorus - Grade 9, Concert Choir, Girls Choir Electronic Music, Adv. Electronic Music Voice Class, Harmony Guitar, Piano, Recorder Jazz Ensemble, String Ensemble Music Major I, Advanced Music Major Orchestra	Honors Music Major		MUSIC
Phys. Ed. 9, 10, 11, 12, Dance, Aquatics Health, Wellness			PHYSICAL EDUCATION

COLLEGE CURRICULUM

SCHOOL RECOGNITION

OUTSTANDING PROGRAMS

TWO-YEAR OVERVIEW - HPHS GRADUATES

COLLEGE PLACEMENT

BEST COPY AVAILABLE

SCHOOL DISTRICT AND COMMUNITY

MISSION STATEMENT

SCHOOL

PROFESSIONAL STAFF

CAMPUS INFORMATION

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ACADEMIC REGULATIONS

GRADUATION REQUIREMENTS

AREAS OF STUDY	REQUIRED	ADVANCED/HONORS
English		
Mathematics		
World, U.S. Geography		
U.S. History		
Government/Economics		
Other Social Studies		
Science		
Health		
P.E.		
Computer Science		
Fine Art		
Speech		
Electives		
Total Credits	22	22

MARKING SYSTEM

Letter Designations

H P
R S
L

Grading Symbols

I NG
WP WF

Grade Points

NUMERIC GRADE	REGULAR	HONORS	AP
90-100			
80-89			
70-79			
60-69			
Below 60			

CLASS RANK

STATISTICAL PROFILE

SCHOOL CODE 441740

AVERAGE CLASS RANK

TESTING PROFILE

SAT Composite Scores

	Total Seniors Taking Exam	Verbal Norms HPHS	Verbal Norms Nat'l	Math Norms HPHS	Math Norms Nat'l
1988-89					
1989-90					
1990-91					

ACT Composite Scores

	Total Seniors Taking Exam	Norms HPHS	Norms Nat'l
1988-89			
1989-90			
1990-91			

Advanced Placement Scores*

	1989	1990	1991
Total Students Taking Exams			
Total Exams Given			
# of Examinees Scoring "3" or Higher	71	74	70

National Merit Scholarship Program

	1988-89	1989-90	1990-91
Finalists			
Semi-Finalists			
Commended			

A Recognized School of Excellence

MONSIGNOR DONOVAN HIGH SCHOOL

711 HOOPER AVENUE
TOMS RIVER, NEW JERSEY 08753
(908) 349-8801

Michael Kozzi
Assistant Principal

Edward G. Gere
Principal

Kathleen D'Andrea
Director of Guidance

Robert Abatemarco
Vice Principal

Stephen Gepp
Athletic Director

PROFILE 1991 — 1992

COUNSELORS: Sister Margaret Mary, Walt Peters, Bill Slocum, Bob Horn

COMMUNITY: Toms River is a suburban community with a population of 90,000 and is located within a 65 mile radius of New York, Philadelphia, and Atlantic City. Toms River is the county seat of Ocean County, is only seven miles from the Atlantic Ocean, and is home to a largely middle-class, commuting population.

SCHOOL: Monsignor Donovan High School, a four-year college preparatory high school, first opened its doors as St. Joseph High School in 1962. Its name was changed in 1983 to honor its founder, Msgr. Lawrence Donovan. Situated on 22 acres in the heart of Toms River, Monsignor Donovan High School is the only Catholic high school in Ocean County. Its approximately 850 students, both Catholic and non-Catholic, come together from over 22 sending districts.

CURRICULUM FEATURES:

- A strong College Prep core curriculum (CP)
- Honors Courses (H) at all grade levels in English, Social Studies, Science, Foreign Language, and Mathematics.
- Advanced Placement (AP) courses in English, U. S. History, Calculus, Biology, and Chemistry.
- Accelerated courses for college credit in French 4 and 5.
- Decelerated college prep courses (A) in English, Mathematics, and Science for students with special curriculum needs.
- Vocational courses at Ocean County Vocational Technical School integrated into core curriculum for interested juniors and seniors.
- A Compensatory Education program to remediate basic skills deficiencies.
- Each subject is pursued for 5/40 minute periods/week for 36 weeks/year.

GRADUATION REQUIREMENTS: 130 Credits Including:

4 Years English — 20 cr.	2 Years Mathematics — 10 cr. (Class of '94, 3 years)
2 Years Science — 10 cr.	1 Semester Computer Literacy — 2 cr.
3 Years Social Studies — 15 cr.	2½ Years Physical Education/Health — 10 cr.
2 Years Foreign Language — 10 cr.	Reading, Math and Writing Proficiencies.

FACULTY: The current faculty of 62 is composed of six religious and 56 lay teachers. All are degreed and certified, with 44% holding Masters degrees. The student/teacher ratio is approximately 14:1.

GRADUATES:

CLASS OF	'88	'89	'90	'91
Enrollment	238	204	212	192
4 Yr. Colleges	60.1%	60.1%	60.4%	55.7%
2 Yr. Colleges	21.4%	32.6%	33.5%	38.0%
Career/Tech./Bus. Schools	2.1%	2.8%	0.9%	2.1%
Armed Forces				1.6%
Work				1.0%
Other	8.4%	3.6%	5.2%	1.6%
Scholarships and College Grants	$1,220,000	$1,416,000	$1,170,000	$1,218,800

SAT AVERAGE: Mean High Scores

'90	'91
V 441	V 433
M 468	M 463
82% of Class	84% of Class

GRADING SYSTEM:

100 – 93	Excellent	I	— Incomplete
92 – 87	Very Good	WP	— Withdrawn passing
81 – 86	Good	WF	— Withdrawn failing
75 – 80	Average	CW	— Credits withheld for excessive absences
70 – 74	Poor		

CLASS RANK: Students are ranked according to their cumulative weighted grade point averages (4.0 base) at the end of the fourth, sixth, seventh and eighth semesters. All subjects are included, with a weight of 1.0 added to AP courses and 0.7 to Honors courses in calculations.

CEEB CODE: 311463

COURSE CLARIFICATIONS:

COMMUNICATIONS: An English course which develops the ability to use oral and written language more effectively and precisely. It improves reading, listening, and transcribing skills.

HISTORY OF GREAT THOUGHT: A humanities course which studies the literary, artistic, scientific, and philosophical contributions of people from the Golden Age of Greece to the present, and endeavors to understand the effects they had on Western Civilization.

RELIGION COURSES: All religion courses are taught with both the historical and Catholic viewpoints in mind. The academic component is evident in coursework produced and knowledge acquired by the students.

SOME COLLEGES OFFERING ADMISSIONS TO CLASS OF 1991:

Boston College, MA
Boston University, MA
Bryn Mawr College, PA
Bucknell University, PA
Catholic University of America, DC
Clemson University, SC
Dickinson College, PA
Drew University, PA
Drexel University, PA
Emory University, GA
Franklin & Marshall College, PA
Fairfield University, CT
Fordham University, NY
Georgetown University, DC
Georgian Court College, NJ
James Madison University, VA
Johns Hopkins University, MD
Johnson & Wales College, RI
Lafayette College, PA
LaSalle University, PA
Loyola College, MD
Moravian College, PA
Mount Holyoke College, MA
Muhlenberg College, PA
New York University, NY
Ocean County College, NJ
Old Dominion University, VA
Purdue University, IN
Rutgers University, NJ
Seton Hall University, NJ
Stevens Institute of Technology, NJ
Syracuse University, NY
Trenton State College, NJ
Tufts University, MA
U. S. Air Force Academy, CO
U. S. Naval Academy, MD
University of Delaware, DE
University of Miami, FL
University of Mississippi, MS
University of Notre Dame, IN
Vanderbilt University, IN
Villanova University, PA

NEWTON NORTH HIGH SCHOOL
360 LOWELL AVENUE
NEWTONVILLE, MASSACHUSETTS 02160
Telephone (617) 552-7423

Information for 1991-1992

School

Comprehensive 4 year public high school
Enrollment: 1625
1992 Graduating Class: 385
Teacher/Student Ratio: 1:16

CEEB Code Number: 221-555
Accreditation: New England Association of College and Secondary Schools
School Year: 2 semesters

Community

Newton is both a small city, population 83,000, and a suburb of Boston. Its population is heterogeneous with a large proportion of academic, business and professional families as well as blue collar workers. Because of its fine educational system, Newton attracts families from all over the world. Our students come from many other states and over 55 foreign countries. Our diversity is further enhanced by the METCO program which buses black students from Boston and the EDCO program, a regional program for hearing impaired students.

Staff

Superintendent: Dr. Irwin Blumer
Director of Pupil Services and Special Education: Philip Reddy
Principal: V. James Marini
Chairperson, Guidance Department: Dr. Linda Shapiro: 552-7471

Guidance Staff

Larry Allen	552-7450	Peter A. Mackie	552-7437
Roberta S. Black	552-7457	L. Maureen Prokopy	552-7512
Robert J. Jackson	552-7440	Anne A. Wolf	552-7433
Jennifer King	552-7449		

Marjorie Byers-METCO Counselor 552-7722
Joan Subrin- Career Resource Center 552-7470
Anne Stutzman- EDCO Program for the Hearing Impaired 552-7451
Myra Trachtenberg- Career Resource Center Counselor 552-7470

Marking System

Letter Grade	Weighted Points by Curriculum for Class Rank		
	IA	I	II
A	9	8	7
B	8	7	6
C	7	6	5
D	5	4	3
F,N	0	0	0

Curriculum Levels

IA Honors or Advanced Placement
I A Demanding college preparatory curriculum
II Preparation for advanced education but at a slower pace than the I level

Class Rank

Rank in class is weighted on the basis of curriculum difficulty, and, in order to take course load into account, 1% of credits earned is added to weighted points. Rank is reported in groupings of 5% from 1st (top 5%) to 20th (bottom 5%)

Graduation Requirements

Students must earn at least 100 credits to graduate (at 5 credits per full year course). The credits must include:

English 20	Biological Science 5	American History 5	Arts or Technical Vocational 5
Physical Science 5	Social Studies 10	Mathematics 10	Physical Education 7

College Admission Test Scores

S.A.T.

	Class of '90	Class of '91
Percent of Seniors taking test	84%	85%
Verbal: Middle 50% (25th to 75th percentile)	380-560	370-580
Mathematics: Middle 50% (25th to 75th percentile)	420-630	420-640

ACHIEVEMENT TESTS

	Class of '90		Class of '91	
	% Taking Test	Average Score	% Taking Test	Average Score
English Comp.	52	536	52	556
Math I	46	546	46	566
Math II	14	717	14	721
American History	5	548	4	563
Biology	30	564	32	585
Chemistry	11	614	8	635
French	10	563	13	607
Spanish	9	581	7	637

Advanced Placement Program

	Students	Tests	Scores					%3 or higher
			5	4	3	2	1	
1989-90	143	256	69	79	76	25	7	87
1990-91	152	263	84	90	59	28	2	88

National Merit Scholarship Results

	Commended	Semi Finalist	Scholars
Class of '91	36	9	3
Class of '92	32	14	Pending

College Attendance

	% Class of '90	% Class of '91
4 Year College	68	73
2 Year College	10	8
Other School	11	3
Total Continuing Education	89	84

Special Curriculum Features

Honors/Advanced Placement Courses are offered in: English, Mathematics, Computer Science, American and European History,Biology, Chemistry, Physics, Spanish, French, Russian, Studio Art, Art History, and Philosophy. Student exchanges with High Schools in France, Italy, Spain, the Peoples Republic of China, and the Soviet Union are important components of the Language Program.

Second semester seniors who have or are in the process of completing all requirements for graduation may spend 15 hours per week in a supervised internship program in the community. A full television studio with complete editing facilities supports a strong and exciting T.V. production program. The Tigers Loft, a student run restaurant serving the faculty, introduces students to the food service industry and trains them in all aspects of food preparation and serving. An inschool day care center allows students to observe and work with toddlers and preschool children.

Extracurricular Activities

Offerings include 29 varsity sports teams, an award winning bi-weekly newspaper, a literary magazine, theatre groups, and other clubs ranging from language and ethnic groups to clubs for science fiction, the model United Nations and photography. Student government, schóól service organizations, human rights groups and an environmental action committee are important aspects of life at Newton North. Students are encouraged to start clubs to fit their interests.

Typeset and printed by Graphic Arts students, Technical-Vocational Department/NNHS

GRADING SYSTEM

Students receive grades A, B, C, D, or F. Grades reflect the following:

Letter Grade	Interpretation	Numerical Value	Grade Point Value	Point Scale
A	Outstanding	100-94	4	4.00-3.51
B	Good	93-85	3	3.50-2.51
C	Satisfactory	84-75	2	2.50-1.51
D	Minimal; Improvement Needed	74-65	1	1.50-1.00
F	Failing	64-0	0	0.99-0.00

RANK IN CLASS

Rank in class is based on the unweighted grade point average beginning with grade 9, including courses taken in grade 7 or 8 for high school credit. Bonus points are added on to the unweighted GPA. Points are calculated according to the following chart.

Applicable to students earning 20 or more credits

		BONUS POINT VALUES	
Letter GRADES	Grade POINTS	Honors	Advanced Placement
A	4	.05	.10
B	3	.05	.10
C	2	.05	.05
D	1	0	0
F	0	0	0

The processes for calculating an unweighted and weighted GPA follow.

$$\text{Unweighted Cumulative GPA} = \frac{\text{Total grade points (without bonus points)}}{\text{Number of credits attempted}}$$

$$\text{Weighted Cumulative GPA} = \frac{\text{Total grade points}}{\text{Number of credits attempted}} + \frac{\text{Total Bonus Points}}{20}$$

The add-on system which becomes effective for 1990 graduates eliminates inequities for students who take additional courses which are not honors or advanced placement.

AWARDS AND ACHIEVEMENT

- ***National Secondary School Recognition Program*** - Miami Palmetto named a ***Florida Distinguished School*** by the Florida Department of Education and a ***National School of Excellence*** by the U.S. Office of Education, 1989
- Named a ***Meritorious School*** 1984-85, 1985-86, 1986-87, 1987-88, and 1988-89 in the school system's Quality Instructional Incentive Program
- 12 ***National Merit Finalists***
- 14 ***National Merit Semi-finalists***
- 36 ***National Merit Commended*** students
- ***Miami Herald Silver Knight*** awards given for service in 14 categories: 3 honorable mentions
- 97 in the graduating class of '90 earned a ***4.0 or higher GPA***; the top 10 all had 5.00 or higher; the valedictorian had 5.450
- 153 Palmetto students recognized by the State of Florida in ***PRIDE Competition*** (Program To Recognize Initiative and Distinction in Education)
- 192 students received ***Presidential Academic Fitness awards***
- ***School newspaper*** received the ***Gold Crown*** from Columbia Scholastic Press Association and the ***Pacemaker award*** from the National Scholastic Press Association; ***school yearbook*** and ***WPAW***, our own TV station, received ***first place*** awards at the state level
- ***Debate students*** placed 3rd in the nation in overall team performance with two placing 2nd in team debate at the ***National Forensic League National Tournament;*** at the ***National Catholic Forensic League national competition*** students placed 2nd in overall team sweepstakes; the squad qualified in every forensic activity at the state level, winning foreign extemp and original oratory. The Palmetto NFL is the largest squad in the southeast and the fourth largest in the nation.
- ***Florida Theatre Council*** named members of this class ***best actor, best actress,*** and ***best supporting actor in the state***
- ***98.84% of students entering*** the tenth grade ***become seniors***
- ***39.18%*** of the student body have ***stanines of 7, 8, 9 in reading; 49.11%*** have ***stanines of 7, 8, 9 in math***
- Of the 2,300 students enrolled, ***1,346 take*** one or more ***honors or advanced placement classes***
- ***Daily student attendance*** rate of ***95.20%***; number one in Dade County for the third year in a row
- ***Daily teacher attendance*** rate of 96.40%
- ***4 National Achievement Scholarship Program for Outstanding Black Student Finalists***
- ***5 National Hispanic Scholar Awards Program Semi-finalists***

This publication is sponsored by the Miami Palmetto Senior High School PTSA.

Please do not hesitate to call us for additional information; we are eager to assist you in any way possible.

Dade County Public Schools, 1450 N.E. 2nd Avenue, Miami, Florida 33132 (305) 995-1000

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MIAMI PALMETTO SENIOR HIGH SCHOOL

7460 S.W. 118 Street
Miami, Florida 33156
(305) 235-1360

COMMUNITY CHARACTERISTICS

- Predominantly upper middle class suburban area in southwestern Dade County
- Education of parents - 49% are professionals; 31% have a bachelor's degree; 27% hold advanced degrees

SCHOOL CHARACTERISTICS

- One of 25 high schools in the nation's fourth largest school district
- 2,300 students in grades 10-12
- Faculty: 138
- Faculty with master's degree or higher: 80
- Student ethnic representation: 2.0% Asian/American Indian, 16.0% Hispanic, 18.0% Black, 64.0% White.

CURRICULAR PROGRAMS

Major cultural opportunities available in Dade County; eight institutions of higher learning in the metropolitan area.

Palmetto offers a full range of academic, vocational, and elective courses to meet the needs of students. Advanced placement and honors courses are available to students. The list below indicates the current enrollment in 18 advanced placement courses in seven departments as well as the enrollment in honors courses:

Over the last three years, 64% of the students who took advanced placement tests scored 3 or higher. The number of registrants in advanced placement courses has steadily increased from 546 in 1986 to almost 1,000 in 1990.

In addition, students may enroll in off-campus credit programs such as Court Observer, Community Laboratory Research, Executive Internship (a leadership development program), the High School in Israel (nine-week classroom experience in Israel), or High School in Spain (summer).

Early college entry and dual enrollment at local colleges and universities are permitted for students with a 3.0 or higher GPA.

Department	Advanced Placement Enrollment	Honors Enrollment
English	166	591
Foreign Language	74	423
Mathematics	102	284
Science	113	1,010
Social Science	463	502
Art	18	26
Music	53	53

STUDENT, PARENT, AND COMMUNITY INVOLVEMENT

Miami Palmetto Senior High, one of the 32 initial schools to pilot School-Based Management/Shared Decision-Making in Dade County, has as one of its unique features student, parent, and community representation on its decision-making body. Palmetto's restructuring focuses on decentralizing decisions which affect learners and enhance the educational program. Students are also members of the PTSA and the Citizen's Advisory Council and provide direct input to these groups as well. Ten parent booster groups, with a membership of approximately 1,050, support all areas of the school.

TEST RESULTS

SCHOLASTIC APTITUDE TEST
Average College Board Scores

	Verbal	Mathematics
Palmetto	450	511
Florida	420	467
Nation	427	476

Palmetto's scores were the highest in Dade County. The statistics on the chart indicate that the average score made by Palmetto students was 23 points higher than the national average on the verbal portion and 35 points higher on the mathematics portion.

AMERICAN COLLEGE TEST
Comparison of ACT Average Scores with Other Groups

	English	Math	Social Studies	Natural Science	Composite
Palmetto	20.5	21.0	19.2	22.6	20.9
Florida	18.5	17.9	17.3	20.9	18.8
Nation	18.4	17.1	17.2	21.2	18.6

The ACT results indicate that the group mean score for Palmetto students was higher than the group mean for Florida and for the nation. The mean is the mid-point on a scale of possible scores.

ACTIVITIES AND ATHLETICS

Sixty-two percent of the student body is involved in the club program which consists of:

12 honor societies
3 service clubs
26 interest clubs
3 class organizations
1 student government body

One of every four students participates in the athletic program which is comprised of 29 teams. Athletic teams won 64% of all athletic events; eleven athletes maintained a 4.0+ GPA. One football player played in the Florida/Georga All-Star Game; one baseball player and one basketball player were on Florida All-Star teams; The Miami Herald scholar athlete award was received by a Palmetto student, and the school received the County Sportsmanship Trophy.

GRADUATION REQUIREMENTS

1. Students must complete successfully the following courses/credits:

	Units of Credit *
Language Arts	4.0
Mathematics	3.0
Natural Science (Physical Science - 1.0)	3.0
Social Science (World History - 1.0; American History - 1.0, American Government - 0.5; Economics - 0.5)	3.0
Fine Arts or Performing Arts (Art, Dance, Drama, Music, Debate, Speech)	0.5
Practical Arts (Vocational course)	0.5
Health/Life Management	0.5
Personal fitness	0.5
Electives	13.0
Total (grades 9-12)	28.0

* One unit of credit is granted for satisfactory completion of courses that meet five times a week for 50 minute periods for 180 days. One half unit of credit is granted for succesful completion of semester courses that meet for the same amount of time per day and per week for 90 days. Palmetto has a seven period day.

2. Students must earn a minimum grade point average of 1.5 on a 4.0 scale in required courses and electives.
3. Students must demonstrate mastery of the basic skills in reading, writing, and mathematics on the State Assessment test, Part I (SSAT I); students must pass SSAT Part II, comprised of communications and mathematics.
4. Students must complete a computer education course, a unit of study, or otherwise demonstrate mastery of basic computer literacy skills.

FURTHER PLANS OF PALMETTO GRADUATES

The chart below indicates the educational plan of Palmetto graduates:

	Percent of Graduates
4 Year College/University	62%
2 Year Community College	27%
Vocational/Technical/Business/Military	3%
Employment	8%

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SCHOOL PROFILE 1991 - 1992

Principal: Dr. James A. Coles
Assistant Principals: David Britton
Rebecca Newman
Registrar: Patricia Chandler
Guidance Secretary: Mildred Butcher
Career Information Assistant: Miriam Bluestein

Counselors: William E. Ramsey, Resource Counselor
Barbara C. Harris
Janet Kogut
Frank L. Mastroianni
Ruby R. Moone
C. Robin Moore

CEEB CODE: 210909

COMMUNITY

The composition of the Wootton community is regarded as typical of suburban Washington, D.C. Rockville, with a demographically diverse population of 45,000, is the second largest city in Maryland and the seat of Montgomery County.

SCHOOL

Public High School, grades 9-12. Opened September, 1970: first graduating class of 1973. Accredited by Middle States Association of Colleges and Secondary Schools. United States Government Department of Education Exemplary School Award, 1985.

STUDENTS

Total Number of Students: 1471
Seniors—347, Juniors—359, Sophomores—348, Freshman—356, Special Education—61
70% Caucasian; 21% Asian; 5% Black; 4% Hispanic

GRADING SYSTEM

A, B, C, D, E, Credit/No Credit: In subjects not specifically required for the diploma, students have an option to select Credit/No Credit. Achievement at D level required for credit.

HONORS COURSES

English, Foreign Language, Mathematics, Science, Social Studies (designated with an "H" on student transcript)

ADVANCED PLACEMENT COURSES

American Government, American History, Biology, Calculus, Chemistry, English, European History, French, German, Physics, Spanish, Studio Art

CLASS RANK 1990-91

All subjects after Grade 8 through summer school Grade 11, are included except those for which a Credit/No Credit grade is assigned. A = 4, B = 3, C = 2, D = 1, E = 0. Decile rank and weighted index are provided below. An additional quality point is added to grades of A and B in all courses in the Honors Program and also to grades of C in advanced placement and advanced level courses. Weighting is only used for the purposes of establishing class rank and does not affect the student's grade point average.

Decile Rank	Weighted Index	Decile Rank	Weighted Index
1	4.86 - 4.22	6	3.09 - 2.82
2	4.21 - 3.93	7	2.81 - 2.62
3	3.92 - 3.65	8	2.61 - 2.39
4	3.64 - 3.37	9	2.38 - 1.12
5	3.36 - 3.10		

PSAT/NMSQT SCHOLARSHIP QUALIFYING TEST

	Semifinalist	Commended
NMSQT	6	27
Hispanic	2	

MARYLAND H.S. DIPLOMA REQUIREMENTS

22 Credits: English 4, Social Studies 3, Math 3, Science 2, Physical Education 1, and 2 semesters of physical activity or 1 1/2 Physical Ed., Fine Art 1, Practical Art 1, and 7 Electives. In addition, students must pass the Project Basic Tests in Reading, Writing, Mathematics, and Citizenship.

SAT-MEAN SCORES SCORES

Percentage Tested	Verbal	Math
92%	496	568

POST HIGH SCHOOL ACTIVITY CLASS 91

Over 90% of Wootton's seniors attend degree granting institutions.

THOMAS S. WOOTTON
HIGH SCHOOL

2100 West Ritchie Parkway
Rockville, Maryland 20850
(301) 279-8565

AP TEST DATA 1991
Total Number of Candidates 129

	5	4	3	2	1
United States History	1	8	5	6	1
Biology	9	3	5	1	
Chemistry	6	10	7	3	1
Computer Science A	2	1			
Computer Science AB	2	1			
English Lit. & Composition	7	3	4		
European History	13	4	3	1	
French Language	1	3	6		
German Language			2		
Gov. & Politics United States	4	3	1		
Gov. & Politics Comparative	3	3	2	2	
Mathematics, Calculus, AB			1		
Mathematics, Calculus, BC	12	14	16	2	2
Physics C Mechanics	16	9	2	1	
Physics C Elec. & Mag.	16	10	2		
Spanish Language	1	5	17	2	
Total Grades Reported	93	77	73	18	4
Percentage of Total	35	29	27	6	1

1991-1992

Profile

UPPER DARBY HIGH SCHOOL

Administrative Staff

Ernest Angiolillo	Assistant Principal
Louis DeVlieger	Assistant Principal, Class of 1992
Geoff Kramer	Assistant Principal, Class of 1993
Charles Hafele	Assistant Principal, Class of 1994
Edgar Speer	Assistant Principal, Class of 1995

Counseling Staff

	Class of '92		Class of '94
A-K	Joan Share	A-K	Jean Leety
L-Z	Anne Travis	L-Z	Barbara Groenveld

	Class of '93		Class of '95
A-K	Theresa Cutaneo	A-K	Elesa Nelson
L-Z	Laura Bushar	L-Z	Karen Carson

The Community and Its Schools

Upper Darby Township, a residential suburb of 95,000 people, lies immediately west of the city of Philadelphia. Although its residents reflect a great diversity of socio-economic and ethnic backgrounds, the community may be characterized as essentially middle income with occupational representation at the semi-skilled, skilled, and professional levels.

Upper Darby School District is one of the largest township school districts in the United States, with approximately 9,000 students and 550 professional staff distributed among its seven elementary schools, two middle schools, and one high school.

Upper Darby High School, whose first graduating class in 1896 consisted of five students, today has a total enrollment of over 2,500 students in grades 9 through 12, with 560 in this year's senior class. The school operates on a modified house plan corresponding to grade level. Each of the four houses (9, 10, 11, 12) is served by an Assistant Principal and two counselors who remain with their students for four years.

Accreditation

The school is fully accredited by the Middle States Association of Secondary Schools and Colleges and by the Pennsylvania Department of Education. It was also selected by the United States Department of Education as a national winner in the National Secondary School Recognition Program in 1988-1989. UDHS was one of only 216 secondary schools, and only one of eleven schools with a population greater than 2,000 students, to receive this recognition.

Graduation Requirements

Courses		Credit
4 years:	English, Social Studies, Phys. Ed.	48.0
3 years:	Mathematics, Science	30.0
2 years:	Health	5.5
4 years:	Electives	29.5
	Total (minimum)	113.0

Upper Darby High School offers a full complement of elective programs in Studio Art, Business Education, Foreign Languages, Home Economics, Industrial Arts/Technology, and Music. Our Reading and English as a Second Language programs have also been cited as "exemplary."

Class Rank

Class rank is based on students' accumulated quality point totals and is computed at the end of each year and first semester of their senior year. All graded courses are included, with courses weighted according to five levels of academic difficulty.

College-bound Population—Class of 1991

Four-year colleges and universities	41%
Two-year community and junior colleges and technical schools	24%

Scholastic Aptitude Test of students accepted to four-year colleges and universities

Mean Verbal Score	430	Mean Math Score	509

Achievement Tests

English Comp.	Mean: 521	Spanish	Mean: 571
Math Level 1	Mean: 560	Chemistry	Mean: 615
Math Level 2	Mean: 665	Amer. History	Mean: 615
Physics	Mean: 557	Biology	Mean: 540

National Merit Scholarship Competition

Class of 1991: 2 Semifinalists, 4 Commended

Advanced Placement Test "5" Scores

Calculus (AB)	5	Physics (AB, BC)	3
English Language and Comp.	1	U.S. History	3

SPECIAL FEATURES

Small Classes
Individualized Instruction
Independent Studies
Group Guidance - Individual Counseling
Emphasis on Fine Arts
Private Music and Art Lessons
Computer Science Course
AP Courses in English, Calculus, Biology, Chemistry, Physics, French, Spanish, American History
Full Varsity Sports Program

CLASS OF 1991

MEAN SAT MATH SCORE: 590
MEAN SAT VERBAL SCORE: 560

	VERBAL	MATH
First Quintile	660	680
Second Quintile	580	620
Third Quintile	550	580
Fourth Quintile	520	520
Fifth Quintile	470	450

DISTINGUISHED SCHOLAR AWARDS 1986 - 1991

Notre Dame University, Cornell University, Colgate University, Duke University, Rutgers University, Boston College, University of Michigan, Georgetown University, Fordham University.

PRESIDENTIAL ACADEMIC AWARD 1986 - 1991

American University, Villanova University, Drew University, Seton Hall University, Vanderbilt University.

ARTISTIC AWARDS

Students have received regional and national recognition for their written work with prize money totalling $10,200 for 1986 - 1991.

A Solid Tradition Continues . . .

The lovely Morristown countryside and rugged mountain terrain surround Villa Walsh Academy providing an atmosphere complementary to the overall learning process. Discovery of truth, beauty, and knowledge within and beyond the classroom has marked the experiences of Villa Walsh students who have frequently walked within its 120 acres of rolling hills and explored its natural beauty.

The magnificent estate, with its 19th century administration building and residence of the Filippini Sisters, chapel, academic buildings, auditorium, assembly hall, music rooms, and gym combine the best of old-world charm with the most up-to-date facilities and resources. Fully-equipped science laboratories, two computer rooms, resource centers, and audio-visual equipment have brought Villa Walsh Academy into the technological age.

Still, a lasting landmark of timeless beauty remains--the 100-year old six-story tower is easily recognizable for its commanding presence and grace. It rises 70 feet above the 417-foot deep well from which water was pumped by steam engine to supply the estate. The campus is situated at the highest point in Morris County. Students not only appreciate its natural beauty and panoramic view, but also achieve high academic standards.

GRADUATION REQUIREMENTS

Theology	20 Credits
English	20 Credits
History	15 Credits
Health & Physical Education	20 Credits
Mathematics	15 Credits
Science	18 Credits
Modern Foreign Language	10 Credits
Chorus and Fine Arts	5 Credits

Class Periods: 50 Minutes
Major Subjects: Minimum 4 Periods Weekly
Lab Sciences: 5 Periods Weekly Biology, Biology II, Biology AP, Chemistry, Chemistry AP, Physics, Physics AP
Course Credits: 5 Credits based on 200 minutes of instruction per week.
School year is divided into Trimesters.

VILLA WALSH ACADEMY

455 Western Avenue • Morristown, NJ 07960
201-538-3680

PROFILE

1991 - 1992
CEEB. NO. 310850

ACCREDITATION

Middle States Association of Colleges and Schools
New Jersey Department of Education
Paterson Catholic Diocese

DIRECTOR: Sr. Doris Lavinthal, M.P.F.
PRINCIPAL: Sr. Patricia Pompa, M.P.F.
COUNSELOR: Mrs. Olive O'Sullivan

Villa Walsh Academy, conducted by the Religious Teachers Filippini, is a college preparatory Catholic school from grades seven through twelve for young women.

Historically, with 100% of graduating students entering four year colleges, Villa Walsh Academy has been recognized for its academic achievements at national, state, and university levels. National Merit Scholars and scholarship recipients have entered top colleges and universities from coast to coast, armed with the well-rounded education that Villa Walsh Academy provides.

Facilities include modern science and computer laboratories and equipment, and an extensive media center with a variety of audio visual equipment.

ADMISSIONS

Very selective: 35 Enrolled from 110 Applicants.

SIZE:

Students: **185** Faculty: **30**

Student-Teacher Ratio: **7:1**

CURRICULUM

Villa Walsh Academy aims to serve the student body by relating the school curriculum and experiences to one's basic expectations for a meaningful existence.

Coursework covering theology, math, the sciences, including computer science, humanities, social sciences and the fine arts presents a rigorous challenge and solid preparation for a college-bound population. Advanced Placement preparation, honors sections, independent study, and academic accommodation for the exceptionally gifted and musically talented have also addressed individual needs and talents of Villa Walsh students over the years.

Administration and faculty assume responsibility to continuously assess, evaluate, and develop its curriculum. Faculty members meet frequently to study educationally sound innovations which they may propose to implement on a departmental or interdepartmental level.

GRADING

The passing grade for all subjects is 65%. The grade for college recommendation is 80%.

Numerical Equivalent	Letter Mark
97-100	A+
93- 96	A
90- 92	A-
87- 89	B+
83- 86	B
80- 82	B-
77- 79	C+
73- 76	C
70- 72	C-
65- 69	D
64 and below	F

GRADE POINT AVERAGE

Grade point averages, based on academic subjects only, are cumulative from freshman year through senior year. The system used is as follows:

	REGULAR	HONORS	A.P.
A+	4.33	4.67	5.00
A	4.00	4.33	4.67
A-	3.67	4.00	4.33
B+	3.33	3.67	4.00
B	3.00	3.33	3.67
B-	2.67	3.00	3.33
C+	2.33	2.67	3.00
C	2.00	2.33	2.67
C-	1.67	2.00	2.33
D	1.00	1.33	1.67
F	0	0	0

RANK

The school prefers not to rank its students. Last year, in a class of 41 seniors, the difference of GPA for the student who ranks 10th and the one who ranks 20th is only 00.21. Therefore, ranking students can prove to be misleading and not beneficial to the individual student.

100% OF GRADUATES ACCEPTED AT 4-YEAR COLLEGES.

SELECTED COLLEGES & UNIVERSITIES ACCEPTING 1986 - 1991 GRADUATES

Amherst College
Barnard College of Columbia University
Boston Conservatory
Boston College
Brown University
Bryn Mawr College
Bucknell University
Carnegie-Mellon University
Case Western Reserve Univ.
Clemson University
Colgate University
College of William and Mary
Columbia University
Cornell University
Dartmouth College
Drew University
Duke University
Fairfield University
Fordham University
Franklin and Marshall College
Georgetown University
Haverford College
Holy Cross College
James Madison University
Johns Hopkins University
Julliard School of Music
Lafayette College
Lehigh College
Marquette University
Middlebury College
Mount Holyoke College
Muhlenberg College
New England Conservatory
NJ Institute of Technology
New York University
Oberlin College
Princeton University
Pennsylvania State Univ.
Providence College
Rutgers University
Sarah Lawrence College
Skidmore College
Smith College
Trenton State College
Tufts University
University of Chicago
University of Massachusetts
University of Michigan
University of Notre Dame
University of Pennsylvania
University of Richmond
University of Virginia
Villanova University
Vanderbilt University
Virginia Wesleyan College
Williams College
Yale University

THE TOTAL AMOUNT OF SCHOLARSHIPS AND GRANT MONEY AWARDED TO THE 1991 GRADUATES IS $527,000.

nassp
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